U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal David Christensen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Henry Wadsworth Longfellow Elementary School
(As it should appear in the official records)

School Mailing Address 345 S. Hall Street
(If address is P.O. Box, also include street address)

Mesa AZ 85204-2409
City State Zip Code+4 (9 digits total)

Tel. (480) 472-6550 Fax (480) 472-6599

Website/URL www.mpsaz.org/longfellow E-mail dlchrist@mpsaz.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Signature on original being mailed Date
(Principal's Signature)

Name of Superintendent Ms. Deborah Duvall
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mesa Unified School District Tel. (480) 472-0200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Signature on original being mailed Date
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Cindi Hobbs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Signature on original being mailed Date
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

59	Elementary schools
3	Middle schools
13	Junior high schools
9	High schools
7	Other (Alternative schools, Special education tuition, homebound, school for pregnant teenagers)
91	TOTAL

2. District Per Pupil Expenditure: $6,830

   Average State Per Pupil Expenditure: $5,956 * 2001-02 (latest figures not available)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [x] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

   7 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	78	65	**143**	**7**			
1	67	66	**133**	**8**			
2	56	54	**110**	**9**			
3	61	56	**117**	**10**			
4	55	49	**104**	**11**			
5	53	58	**111**	**12**			
6	64	50	**114**	Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					832

6. Racial/ethnic composition of the students in the school:

11.7 % White
2.5 % Black or African American
83.3 % Hispanic or Latino
1.0 % Asian/Pacific Islander
1.5 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 100%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	515
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	263
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	778
(4)	Total number of students in the school as of October 1	764
(5)	Subtotal in row (3) divided by total in row (4)	1.0
(6)	Amount in row (5) multiplied by 100	100

8. Limited English Proficient students in the school: 56.5%

432 Total Number Limited English Proficient

Number of languages represented: 7
Specify languages: English, Spanish, Arabic, Cambodian, Navajo, Other non-Indian, Indian

9. Students eligible for free/reduced-priced meals: 95.7 %

731 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4.5%

34 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	1___ Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	22__ Specific Learning Disability
____Hearing Impairment	11__ Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	29	
Special resource teachers/specialists	9	3
Paraprofessionals		20
Support staff	7	6
Total number	46	29

12. Average school student-"classroom teacher" ratio: 25.58

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.2	93.6	92.8	92.7	92.0
Daily teacher attendance	94.1	91.0	92.4	90.0	88.5
Teacher turnover rate	11%	16%	18%	17%	18%
Student dropout rate	---	---	---	---	---
Student drop-off rate	---	---	---	---	---

Part III- Summary

Henry Wadsworth Longfellow Elementary School in Mesa, Arizona, is a learning community that welcomes students from all walks of life. The school is located in the largest school district in Arizona, with more than 74,000 students. Longfellow, built in 1961, sits in an older area of the city surrounded by single-family homes, apartments and small businesses on a busy street.

Our mission at Longfellow Elementary School is to teach every child; to create a positive learning atmosphere; to provide a quality education; and to expect excellence from all. We've made great strides. In the most recent scores, 82 percent of Longfellow students made expected progress in math and 75 percent made expected progress in reading.

The school's student population is very transitory, with many students in and out of enrollment status several times a year. Many of the students — 56.5 percent — are Limited English Proficient and 95.7 percent of our population qualifies for free or reduced lunch.

The teachers, staff and community at Longfellow strive to serve the many needs of the students by recognizing the whole learner. Students arrive each day in crisp navy and white uniforms and head to the cafeteria to begin the day with a nutritious breakfast. Vision and dentistry needs are met on campus. The Mesa Education Foundation provides a lice prevention program and free medication. The school's full-time counselor delivers lessons on character, anger management and socialization to all classes. She also meets weekly with small groups of students to improve relationship skills. A child study team meets weekly to discuss particular students in need.

With all this assistance, the students are able to focus on their main job at school: To learn.

The academic day begins with the Standards Plus Instructional Focus. The materials target important skills aligned with Arizona standards. These mini lessons in math and reading are taught twice each day, in addition to regular curriculum, to introduce, review and reinforce basic skills. At the end of each week, students are assessed in Standards Plus. Test scores are used to design future instruction and assign students extra tutoring, either before or after school or on occasional Saturdays.

After Standards Plus Instructional Focus Lessons, students dive into reading instruction. Teachers utilize whole group, small group and one-on-one instruction with the teacher or with instructional aides or volunteer tutors. Instruction can also be individualized in the school's computer lab.

Math, science, social studies, technology, the arts, and physical education round out the students' school week.

Longfellow offers a variety of services to parents to create a whole community of learning. A parent resource room is directed by a full-time bilingual parent liaison who provides learning materials and support. Parents are encouraged to volunteer in exchange for services, materials or uniforms. Adult English classes are held on campus. Eighty percent of our parents participated in the most recent teacher-parent conferences.

Our school is a work in progress where everyone pitches in to create a nurturing environment. Longfellow is a place where students, teachers, and support staff are valued and encouraged to do their very best.

Part IV- Success

Longfellow participates in a variety of standardized assessments. Arizona requires the Arizona Instrument to Measure Standards (AIMS) for grades 3 and 5, which measures students in reading, writing and math based on state-set standards. We also use the Stanford Achievement Test (Stanford 9), a nationally norm-referenced test. Mesa Public Schools utilizes pre- and post- Criterion Reference Tests (CRTs) and quarterly Standards Master Tests.

The major judge of a school's performance in Arizona is the AIMS. Students are given one of four labels based on the AIMS score: falling far below (FFB), approaching standards (A), meeting standards (Met) or exceeding standards (Exceeded). Proficiency is based on those students who meet or exceed standards.

Students in the 3rd and 5th grades have shown steady progress in reading, writing and math during the past three years.

- Math: In 2000-2001, 23 percent of the 3rd graders achieved proficiency. In the 2001-2002 year, the number rose to 62 percent. Last year the number rose to 80 percent. We had similar success with the 5th graders. In 2000-2001, 19 percent of the students reached proficiency. In 2001-2002, the number rose to 40 percent. And last school year, 53 percent of the students achieved proficiency.
- Reading and writing: Only 40 percent of the 3rd graders met proficiency in reading and 48 percent met proficiency in writing in 2000-2001. That grew last year to 73 percent and 81 percent, respectively. The 5th graders rose from 29 percent proficient in reading and 14 proficient in writing in 2000-2001 to 58 percent proficient in reading and 44 percent proficient in writing last year.
- The school as a whole performed well above average compared to schools with similar demographics during the 2002-2003 school year, according to the state.
- Special groups: Longfellow's large population of Limited English Proficient students also is achieving Arizona's standards. Last year, all of the 3rd grade LEP students were either approaching or meeting and exceeding in AIMS math, reading and writing. The 5th graders are also making progress. Last year, 67 percent of the students tested in math were approaching standards, 11 percent were meeting standards and 22 percent were at FFB. In reading, 33 percent were approaching standards, 22 percent were meeting standards and 44 percent were at FFB. We are addressing this with our highly motivating Read Naturally program that promotes fluency development and has been in place for a number of years.

Arizona uses the Stanford 9 exam to measure Adequate Yearly Progress by school and grade levels in a format known as Measure of Academic Progress. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested the previous year. A student achieves One Year's Growth if he or she remains in the same Stanine or advances a Stanine from year to year. During the most recent results 82 percent of Longfellow students made expected progress in math and 75 percent of students made expected progress in reading.

In fact, 91 percent of the students who moved from 3rd to 4th grade and 91 percent of the students who moved from 5th to 6th grade achieved One Year's Growth in reading.

Assessment data use

Assessment data from the variety of testing tools is gathered, disaggregated and distributed to grade level team members. Teams meet regularly to determine which students would benefit from re-teaching, maintenance or enrichment activities based on assessment performance (teachers prioritize objectives — weakest to strongest). Students are grouped for differentiated instruction. Time is reserved for daily tutorials where students receive intensive help in the areas of need. Tutoring is also available before school, after school and on occasional Saturdays.

In many grade levels, teachers rotate classrooms. One teacher concentrates on a particular content area for students who may be struggling. The teacher develops a mini-unit for a particular standard that needs to be re-addressed and presents lessons from that unit to all the students in that grade. We consider this to be our re-teaching focus, during the spring semester, prior to students graduating to the next grade level.

Using assessment data from the previous year a teacher committee structured our curriculum calendar to encompass all objectives and provide additional time to cover areas where performance fell below expectations. The curriculum maps – distributed in three-ring binders – ensure teachers and students are covering all state standards in a meaningful order, integrating skills whenever possible. We have found this supports learning standards in a positive way.

Assessment data communicated

Longfellow begins each year with a "Meet the Teacher" event to introduce students and parents to their new teachers with the intention of building a close working relationship. Official conferences are scheduled twice a year and additionally when needed. During these meetings, parents are made aware of the goals the school has set as well as student progress. Assessments and student work are demonstrated and shared.

Families are also invited to participate in special events to highlight curriculum and student achievements during Curriculum Night and Celebrate Our School Night.

In an effort to further connect families to Longfellow, we maintain a Parent Room, complete with a full-time, bilingual Parent Liaison who works to promote family involvement and community participation.

When standardized test results are sent to the school, they are shared with parents. The state creates a school report card once a year where test scores, school demographics and our mission statement are presented to the public. They are available on the Arizona Department of Education Web site and on the district Web page. Scores are also available on the GreatSchools.net Web site. Parents are made aware of these resources through bilingual school newsletters. District and state standards are either posted in classrooms or available to view from the teacher. Students create academic growth charts based on pre- and post- scores. This enables teachers, parents, and students to set and maintain goals.

Success shared

The Mesa School District strives to achieve excellence for all students. With that in mind, teachers and administrators are encouraged to share success stories. Principals meet monthly to discuss relevant issues and share ideas. Upon completion of our curriculum guides, we presented them to the district Assistant Superintendent of Curriculum. Our curriculum map binders are available to anyone for viewing. A Basic Skills Curriculum Specialist represents each elementary school within the district. The Basic Skills Specialists gather weekly working together in training, committees and sharing how to best accomplish school curriculum goals. This specialist acts as a liaison between the curriculum department, administrators and schools.

Part V- Curriculum

At Longfellow, we promote academic excellence for all students by adopting programs that target individual differences. Although teachers use a variety of strategies and techniques, all curriculum aligns to the rigorous Arizona State Standards. Various disciplines are integrated throughout the day. For example, during physical education students may learn math skills. Music class may include a lesson on a reading standard, etc. At Longfellow we are all in this together.

Our various assessments guide planning. Reading and math encompass a majority of the school day, as they are also taught during science, computers and library. In each discipline, the teachers and staff are working to help students master specific goals.

Reading: We've adopted the Harcourt Trophies reading series that strongly emphasizes five very important areas of instruction: phonemic awareness, phonics, vocabulary, fluency, and text comprehension. Fontana Standard's Plus lessons focus attention on specific reading skills. Accelerated Reader is a computer program that encourages students to read self-selected library books at their level. When our assessments show students need support in phonemic awareness and phonics, we supplement instruction with The Riggs Institute's Phonics program. Students needing help developing fluency and comprehension participate in Read Naturally.

Language Arts: Fontana Standard's Plus lessons promote the natural connection between reading and language arts. The adopted Houghton-Mifflin English series concentrates on grammar, the writing process, research, and study strategies. Step-Up to Writing, Six Traits Writing and journaling reinforce the fundamental skills of oral and written language for our emergent writers. Students are taught how to use rubrics to examine and enhance their writing. All of our language arts programs work to develop ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

Math: Our curriculum, based on the state standards, emphasizes math skills such as numeration, place value, math operations, data analysis, measurement, decimals, fractions, algebra, and geometry. Saxon Math (grades 1-3) builds upon math skills so students are continually practicing and using higher-level math concepts. Accelerated Math (grades 3-6) reinforces skills students learn in math class. This computerized program individualizes instruction per user. The Foresman-Wesley math series (K, 4-6) and Mountain Math program are designed to ensure students' abilities to become thoughtful problem solvers.

Science: Our district-designed science kits focus on Arizona Standards in science, health, safety and nutrition. Students learn about their place in the world as it compares to animals, weather, space, and physics. Hands-on studies include the creation of an aquatic world for guppies, tracking the life cycles of butterflies and plants and examination of student lunches for environmental impact. Strong emphasis is put on Arizona's climate (how animals and humans acclimate) and how humans should treat the desert in order to survive.

Social Studies: Students are exposed to ideas of their uniqueness, citizenship and community. As students grow, they are introduced to economics through a study of scarcity. They also learn safety rules for walking, swimming, riding a bicycle and riding in a car. Older students study Native Americans of Arizona and Mexico's history and culture.

Arts: We believe that arts education helps develop a more disciplined educational environment. Students attend music once a week. Band and orchestra are offered for intermediate students. An arts specialist meets bimonthly with grades 4-6. Third-graders travel to see "Peter and the Wolf," performed by the Mesa Symphony, each year. The district Creative Arts Department provides plays as well as a traveling classroom where imagination and technology are highlighted. These are experiences most of our students would not receive outside of school.

Reading

Reading is a top priority at Longfellow. For more than half of our students, English is a second language. Through daily reinforcement, we strive to help the students make strides in their reading to further their academic success. We believe in using a variety of teaching models to aid in this endeavor. Students are exposed to group studies, one-on-one instruction, partner reading, literature studies, and peer tutoring.

Longfellow uses the Harcourt Trophies Reading series, which is a scientifically based reading instruction program. We use Accelerated Reader (AR), Reading Renaissance Power Lessons, The Riggs Phonetic program, and Read Naturally along with integrated teaching strategies to support our reading series.

We put strong emphasis on five very important areas of reading instruction: **phonemic awareness, phonics, vocabulary, fluency, and text comprehension.**

Phonemic awareness, (The Riggs Phonetic and district START phonics program) is the understanding that spoken words are made of individual sounds. This has a strong correlation to later reading achievement.

Phonics instruction helps our students learn the relationships between written letters and spoken sounds. This is important for decoding and spelling.

Reading fluency (Read Naturally, grades 2-6) is the ability to read quickly and accurately. Our reading program helps students learn to recognize words automatically, group words into meaningful chunks, read with expression and use strategies to identify unknown words.

Exposure to a variety of texts and the building of a large Vocabulary helps our students have success in reading.

Text comprehension (literature study groups, small groups, AR, Read Naturally, peer tutoring, partner reading, and before and after school tutoring by the teachers) is the process of taking the message of the written text along with the student's prior knowledge to construct meaning. We provide our students with direct instruction, modeling, guidance and much practice until they are comfortable using different strategies to construct meaning.

Reading aloud to students is an effective way for our teachers to introduce students to a variety of wonderful literature. This helps their motivation, comprehension, vocabulary, fluency, as well as promote a love of literature. Our students read aloud to each other as well as in grade level reading groups and buddy reading, where an older student is paired with a younger student.

We supplement reading with literature studies where students explore chapter books. Students have assigned library time once a week. They learn the importance of reading and have the opportunity to practice research skills. Students can also go to the library during recess or lunch and before or after school, as well as during holiday breaks when the main school is closed.

Additional curriculum

Our school's mission is to help each student reach his or her fullest potential. At Longfellow, we want our students to have a firm foundation in basic skills. Besides reading and math, we have put an emphasis on writing. Our Step-Up to Writing program presents students with a color-coded template for learning writing organization. Students learn where the topic, facts and details, and concluding sentence are located in a paragraph. The Standards Plus Language Arts lessons incorporate writing. Students learn the Six Traits of Writing: voice, word choice, ideas, organization, sentence fluency, and conventions. Our students were once hesitant to write. We continue to work diligently to promote positive learning experiences. We offer students real world writing experience to demonstrate the value of writing. They write letters, recipes and directions, and fill out forms. Teachers present writing prompts where students are given a character, setting and problem, and then told to create their own stories. Classes participate in pen pal programs where they write letters to students in the same level at another school. The district sponsors a writing contest and twice a year administers a writing sample assessment to monitor student growth. Each grade level presents a different genre of writing, such as writing a friendly letter, a formal

business letter, a personal narrative, or reporting. Writing can often be integrated into other components of learning such as math, music or physical education.

Instructional methods

At Longfellow, we have a student population in constant transition. In the classroom, faces may change from one day to the next. There are many needs to be addressed. With the large population of English learners and constant flux of students, teachers at Longfellow use a variety of teaching methods to teach and re-teach basic skills. Our teachers use a cyclical approach to meet this need.

Whole group instruction: Teachers present lessons and give one-on-one attention when needed.

Differentiated instruction: We use flexible grouping as needed. A teacher can pull aside a small group of students for additional instruction on a math or reading skill. The teacher can review and reteach the steps while other kids may be working ahead or creating their own math or reading comprehension questions.

Individualized instruction: When a specific area needs to be addressed with a student, a teacher works with them to remediate and improve understanding.

Computerized instruction: In our computer lab, students are exposed to a variety of programs. Accelerated Reader and Accelerated Math first test students to determine their knowledge level then presents lessons and assessment based on their skills. As students improve, the programs present more difficult tasks, but continually brings back previous areas for review. Our younger students use the Let's Go program to expose them to vocabulary and reading.

Standards Plus Focus Lessons: These twice a day mini lessons provide us with quick assessment to give an overall picture of student performance based on Arizona Standards.

Based on assessment, we also provide tutorials, re-teaching and enrichment throughout the school day as well as during intersessions.

Professional development

- Teachers meet weekly to assess instruction and design new ways to deliver curriculum. Collegial feedback is solicited and appreciated. Two support teachers are assigned to help improve instruction, curriculum alignment and student assessment.
- Teacher training is essential to the success of our school. Teacher training is held monthly and instructional techniques for improving reading, writing and math are always available. We seek to find the best ways of teaching our students as well as finding positive and instructive methods of feedback to them. Knowing the progress of each student on state standards is imperative for teachers to design appropriate instruction.
- During the past two years, the administration has brought in a teaching expert to take the staff through training on the 8 Step Process. The 8 Step Process is Texas-based teaching program that raises the awareness level of the importance and validity of testing data. The information gleaned from the training was used to close the achievement gap between students through instructional timeline, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. In addition, consultants are brought in throughout the year to review this training.
- A team was sent to Fontana, Calif., for Instructional Focus/Standards Plus, which is a hallmark of our learning day. Here, students focus on important skills aligned to State Standards.
- Since our school has a high level of poverty, we use the concepts taught by Ruby Payne that help teachers understand what their students are going through.
- Many of our teachers either have English as a Second Language endorsement or are working to obtain a provisional endorsement. The district provides additional incentives, as well as in-district classes, to help reach that goal.

Third Grade AIMS Reading

In 2003, the percent proficient (meeting and exceeding the standards) went down slightly at the state level. Longfellow experienced a decline as well. The silver lining is that Longfellow is showing an overall increase over the past three years.

Third Grade AIMS Math

For the past three years, the percentage of students at the state level scoring proficient (meeting or exceeding the standards) has increased slightly. In 2003, Longfellow scores overall, as well as scores for the two reported ethnic groups, exceeded the state's percentages for proficiency.

Fifth Grade AIMS Reading

For the past three years the percentage of students at the state level scoring proficient (meeting or exceeding the standards) has remained fairly consistent, with a slight decrease for 2003. Overall, Longfellow's pattern has been similar, with an increase in 2002. Hispanic students (the predominant ethnic group) have shown an increase each year. At the state level, the percentage of students in the *falls far below* category has shown little improvement; however, Longfellow's overall student population as well as Longfellow's Hispanic students have decreased the percentage of students in this level each year.

Fifth Grade AIMS Math

For the past three years the percentage of students at the state level scoring proficient (meeting or exceeding the standards) has increased slightly. Longfellow has also show slight increases. Where Longfellow has outdistanced the state is the decline in the percentage of students who *fall far below* the standard. The state percentages have changed only slightly, while Longfellow has shown great improvement overall as well as for the two predominant ethnic groups.

Arizona's Instrument to Measure Standards (AIMS)

The AIMS test is administered each spring to all students in grades 3 and 5 at the elementary level. AIMS is intended to measure students' proficiency on the Arizona Academic Standards in reading, mathematics and writing. Results for reading and mathematics have been reported based on the percentage of students at each of the following four performance levels:

Falls Far Below the Standard:

This level denotes insufficient evidence of the prerequisite skills to approach meeting the standards. Students who perform at this level have serious gaps in knowledge and skills. They, in all likelihood, require a considerable amount of additional work and remediation in the basic skills that are prerequisite to the challenging work expected at the current grade level.

Approaches the Standard:

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

Meets the Standard:

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next grade level. *Attainment of at least this level is the goal for all students.*

Exceeds the Standard:

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

State Board Approved Performance Levels
Grades K-12

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **2** Test: **Stanford 9 Mathematics**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 114**

Number of students who took the test **(2002-03): 106**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles **_X__**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	63	59	39		
Number of Students Tested	106	130	61		
Percent of total students tested	93	92	*57		
Number of students excluded	8	12	46		
Percent of students excluded	7	8	*43		
SUBGROUP SCORES					
1. White	74	48	35		
Number of students tested	11	24	24		
2. Hispanic	61	59	42		
Number of students tested	90	102	32		
3. Title I	52	67	43		
Number of students tested	58	78	55		
4. English Learner Program	63	49	32		
Number of students tested	76	51	20		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **2** Test: **Stanford 9 Reading**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 114**

Number of students who took the test **(2002-03): 102**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles **_X__**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	46	39	47		
Number of Students Tested	102	103	59		
Percent of total students tested	89	73	*55		
Number of students excluded	12	39	48		
Percent of students excluded	11	27	*45		
SUBGROUP SCORES					
1. White	67	39	40		
Number of students tested	11	25	22		
2. Hispanic	42	38	48		
Number of students tested	86	95	32		
3. Title I	31	29	49		
Number of students tested	56	72	56		
4. English Learner Program	40	23	49		
Number of students tested	73	43	17		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **3** Test: **Stanford 9 Mathematics**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 127**

Number of students who took the test **(2002-03): 109**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles _**X**__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	58	45	31		
Number of Students Tested	109	94	50		
Percent of total students tested	87	95	*47		
Number of students excluded	18	5	56		
Percent of students excluded	13	5	*53		
SUBGROUP SCORES					
1. White	78	48	45		
Number of students tested	13	20	12		
2. Hispanic	56	43	37		
Number of students tested	91	71	20		
3. Title I	44	37	26		
Number of students tested	78	56	35		
4. English Learner Program	54	26	38		
Number of students tested	75	29	8		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **3** Test: **Stanford 9 Reading**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 127**

Number of students who took the test **(2002-03): 107**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles **_X__**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	28	30	28		
Number of Students Tested	107	96	50		
Percent of total students tested	84	97	*47		
Number of students excluded	20	3	56		
Percent of students excluded	16	3	*53		
SUBGROUP SCORES					
1. White	46	47	36		
Number of students tested	15	19	16		
2. Hispanic	26	26	32		
Number of students tested	90	74	18		
3. Title I	18	20	28		
Number of students tested	76	58	33		
4. English Learner Program	23	10	29		
Number of students tested	75	30	9		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **4** Test: **Stanford 9 Mathematics**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 97**

Number of students who took the test **(2002-03): 91**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles _**X**__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	57	35	48		
Number of Students Tested	94	115	70		
Percent of total students tested	96	97	*68		
Number of students excluded	6	4	33		
Percent of students excluded	6	3	*32		
SUBGROUP SCORES					
1. White	59	43	59		
Number of students tested	11	19	20		
2. Hispanic	56	35	48		
Number of students tested	78	88	36		
3. Title I	42	26	50		
Number of students tested	58	64	62		
4. English Learner Program	46	25	39		
Number of students tested	53	55	22		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **4** Test: **Stanford 9 Reading**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 97**

Number of students who took the test **(2002-03): 94**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles _**X**__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	39	26	33		
Number of Students Tested	94	109	62		
Percent of total students tested	97	92	*60		
Number of students excluded	3	10	41		
Percent of students excluded	3	8	*40		
SUBGROUP SCORES					
1. White	44	46	53		
Number of students tested	11	19	16		
2. Hispanic	38	23	29		
Number of students tested	81	82	34		
3. Title I	28	17	33		
Number of students tested	60	63	60		
4. English Learner Program	28	13	21		
Number of students tested	56	50	16		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **5** Test: **Stanford 9 Mathematics**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 110**

Number of students who took the test **(2002-03): 103**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles **_X__**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	55	42	43		
Number of Students Tested	103	92	62		
Percent of total students tested	94	96	*65		
Number of students excluded	7	4	34		
Percent of students excluded	6	4	*35		
SUBGROUP SCORES					
1. White	66	62	51		
Number of students tested	12	15	11		
2. Hispanic	53	38	41		
Number of students tested	84	64	37		
3. Title I	46	32	44		
Number of students tested	73	62	53		
4. English Learner Program	49	22	37		
Number of students tested	66	34	10		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **5** Test: **Stanford 9 Reading**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 110**

Number of students who took the test **(2002-03): 94**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles _**X**__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	30	28	31		
Number of Students Tested	94	86	55		
Percent of total students tested	85	90	*57		
Number of students excluded	16	10	41		
Percent of students excluded	15	10	*43		
SUBGROUP SCORES					
1. White	47	59	44		
Number of students tested	13	15	11		
2. Hispanic	27	21	26		
Number of students tested	75	61	31		
3. Title I	21	20	33		
Number of students tested	67	56	47		
4. English Learner Program	22	10	21		
Number of students tested	60	33	10		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **6** Test: **Stanford 9 Mathematics**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 76**

Number of students who took the test **(2002-03): 71**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles _**X**__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	64	69	45		
Number of Students Tested	71	78	57		
Percent of total students tested	93	93	*70		
Number of students excluded	5	6	25		
Percent of students excluded	7	7	*30		
SUBGROUP SCORES					
1. White	76	86	63		
Number of students tested	11	13	15		
2. Hispanic	34	63	38		
Number of students tested	54	60	36		
3. Title I	59	62	45		
Number of students tested	52	53	56		
4. English Learner Program	60	52	31		
Number of students tested	40	38	14		

*English Language Learners in their first three years of programming were excluded from testing.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **6** Test: **Stanford 9 Reading**

Edition/publication year: **1995** Publisher: **Harcourt**

Number of students in the grade in which the test was administered **(2002-03): 76**

Number of students who took the test **(2002-03): 70**

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs ____ Scaled scores ___ Percentiles **_X__**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
SCHOOL SCORES					
Mean Score	41	44	35		
Number of students tested	70	73	56		
Percent of total students tested	92	87	*68		
Number of students excluded	6	11	26		
Percent of students excluded	8	13	*32		
SUBGROUP SCORES					
1. White	76	74	64		
Number of students tested	11	13	13		
2. Hispanic	34	36	26		
Number of students tested	54	55	37		
3. Title I	33	30	35		
Number of students tested	52	49	56		
4. English Learner Program	32	25	19		
Number of students tested	40	33	13		

*English Language Learners in their first three years of programming were excluded from testing.

Stanford Achievement Test

Arizona students are administered the Stanford 9 Achievement test each spring in grades 2-9. The Stanford 9 is a norm-referenced test (NRT) that compares each student's achievement to the achievement of a representative national sample of public school students of the same age and grade (norming group) at a particular point in time (norming year). The *Stanford Achievement Test, Ninth Edition* (*Stanford 9)* was normed in 1995; and, therefore, reports test results in comparison to nationwide student achievement in 1995.

English Language Learners

During the 2000-01 school year, students learning English that were in their first three years of an English Learner Program could be excluded from taking the Stanford 9; therefore, the percentage of total enrollment is significantly lower than in 2001-02 and 2002-03. In addition, since English Learner Program was one of the subgroups reported, the difference in the number of students tested from 2000-01 to 2001-02 is different. Since most English Learner Program students did not test in 2000-01, the lower percentile scores in 2001-02 can be explained by the inclusion of scores from all English Learner Program students. In many cases, reading percentile scores were more affected by the inclusion of scores from English Learner Program students. What is important to notice, is the increase in scores for this particular subgroup at all grade levels and in both subject areas from 2001-02 to 2002-03.

Subgroup (Hispanic)

For the Hispanic population at Longfellow, from 2001-02 to 2002-03, percentile scores improved in all subject areas with the exception of 6^{th} grade reading, where there was a slight decline. Since the Hispanic population comprises the majority of students at Longfellow, this increase is important to note. From 2000-01 to 2001-02, the percentile scores from this subgroup declined at some grade levels and in some subjects. This might be explained by the fact that many of these students are also in an English Learner Program and were therefore excluded from testing in 2000-01.

Subgroup (Title 1)

Students receiving Title I services are showing improvement from 2001-02 to 2002-03 in most subject areas and grades. This is important to note because of the slight decline from 2000-01 to 2001-02 .

STATE CRITERION-REFERENCED TESTS
Third Grade AIMS Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	May		
SCHOOL SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	93	86	67		
% At or Above Meets Standards	71	55	19		
% At or Above Exceeds Standards	35	18	6		
Number of students tested	115	98	100		
Percent of total students tested	91	95	94		
Number of students excluded	12	5	6		
Percent of students excluded	7	5	6		
SUBGROUP SCORES					
1. White					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	94	95	72		
% At or Above Meets Standards	27	70	28		
% At or Above Exceeds Standards	53	30	22		
Number of students tested	15	20	18		
2. Hispanic					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	90	83	63		
% At or Above Meets Standards	65	36	20		
% At or Above Exceeds Standards	30	50	3		
Number of students tested	100	76	70		
STATE SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	87	87	85		
% At or Above Meets Standards	60	59	57		
% At or Above Exceeds Standards	26	25	23		
State Mean Score	514	512	510		

STATE CRITERION-REFERENCED TESTS
Third Grade AIMS Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	May		
SCHOOL SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	86	82	70		
% At or Above Meets Standards	55	61	38		
% At or Above Exceeds Standards	11	14	6		
Number of students tested	119	97	99		
Percent of total students tested	94	94	93		
Number of students excluded	8	6	7		
Percent of students excluded	6	6	7		
SUBGROUP SCORES					
1. White					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	86	91	87		
% At or Above Meets Standards	66	86	52		
% At or Above Exceeds Standards	6	24	17		
Number of students tested	15	22	17		
2. Hispanic					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	87	80	67		
% At or Above Meets Standards	53	54	33		
% At or Above Exceeds Standards	12	12	3		
Number of students tested	100	74	70		
STATE SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	87	87	89		
% At or Above Meets Standards	68	69	71		
% At or Above Exceeds Standards	17	26	27		
State Mean Score	516	519	521		

STATE CRITERION-REFERENCED TESTS
Fifth Grade AIMS Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	May		
SCHOOL SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	85	81	56		
% At or Above Meets Standards	36	30	20		
% At or Above Exceeds Standards	23	17	1		
Number of students tested	105	90	78		
Percent of total students tested	96	96	83		
Number of students excluded	4	4	17		
Percent of students excluded	4	4	17		
SUBGROUP SCORES					
1. White					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	100	100	71		
% At or Above Meets Standards	63	62	38		
% At or Above Exceeds Standards	45	31	5		
Number of students tested	11	13	21		
2. Hispanic					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	83	75	53		
% At or Above Meets Standards	32	26	15		
% At or Above Exceeds Standards	18	14	0		
Number of students tested	87	65	48		
STATE SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	85	83	84		
% At or Above Meets Standards	46	43	41		
% At or Above Exceeds Standards	34	32	29		
State Mean Score	494	490	487		

STATE CRITERION-REFERENCED TESTS
Fifth Grade AIMS Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	May		
SCHOOL SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	71	64	51		
% At or Above Meets Standards	37	37	29		
% At or Above Exceeds Standards	2	9	1		
Number of students tested	105	90	79		
Percent of total students tested	96	96	83		
Number of students excluded	4	4	16		
Percent of students excluded	4	4	17		
SUBGROUP SCORES					
1. White					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	73	86	64		
% At or Above Meets Standards	55	72	50		
% At or Above Exceeds Standards	0	29	5		
Number of students tested	11	14	22		
2. Hispanic					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	69	56	45		
% At or Above Meets Standards	32	31	18		
% At or Above Exceeds Standards	2	6	0		
Number of students tested	87	65	49		
STATE SCORES					
% At or Above Falls Far Below Standards	100	100	100		
% At or Above Approaches Standards	77	75	79		
% At or Above Meets Standards	53	55	55		
% At or Above Exceeds Standards	10	14	14		
State Mean Score	503	502	503		